

# The Instructional Program Review Narrative Report

## 1. College: MERRITT

Discipline, Department or Program: English as a Second Language

Date: 11/9/2012

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## 2. Narrative Description of the Discipline, Department or Program:

Please provide a general statement of primary goals and objectives of the discipline, department or program. Include any unique characteristics, degrees and certificates the program or department currently offers, concerns or trends affecting the discipline, department or program, and any significant changes or needs anticipated in the next three years.

*The goal of the English as a Second Language program is to help students communicate better in English, learn from, share and appreciate our diverse student body and become successful in academic, vocational and/or personal endeavors.*

*To this end, Merritt's English as a Second Language program offers two levels of classes: High Beginning and Intermediate. This academic year (2012 - 2013), only High Beginning classes are offered. For the academic year 2013 - 2014, the Intermediate levels will be added to our schedule. Classes take place both at our Fruitvale Center site and on the Merritt campus proper. We have two counselors at the Fruitvale site part time to counsel students when they complete the beginning to intermediate courses. Students are then counseled to take Levels 3 and 4 at Laney, COA or BCC to complete the ESL courses. At Levels 3 - 4, ESL students are able to take regular content courses.*

*Looking ahead, in addition to expanding the core ESL offerings to include the intermediate level, we anticipate implementing a series of noncredit vocational courses. We also see adding more content ESL classes such as ESL for Child Development and ESL for Health Services and building linking communities with these departments.*

### Headcount by Department by ethnicity

Campus

Descr Long Merritt College

		2010		2012		2011		2013
		Headcount		Headcount		Headcount		Headcount
Subject	Ethnic Group Desc	S10	F09	S12	F11	F10	S11	F12
ESL	Asian	32	40	30	12	16	19	15
ESL	Black/African American	3	4	7	6	4	3	6
ESL	Filipino	1				2		
ESL	Hispanic	178	144	34	52	166	96	36
ESL	Multiple			1	1	1		1
ESL	Other Non white	1		3	1			1
ESL	Unknown/Non Respondent	26	42	2	2	14	9	4
ESL	White Non Hispanic	1	2	3	2		1	2
ESL Total		242	232	80	76	203	128	65

## Headcount by Department by gender

Campus

Descr Long Merritt College

		2010		2012		2011		2013
		Headcount		Headcount		Headcount		Headcount
Subject	Gender	S10	F09	S12	F11	F10	S11	F12
ESL	F	150	144	50	53	135	83	40
ESL	M	84	81	27	21	61	37	24
ESL	X	8	7	3	2	7	8	1
<b>ESL Total</b>		<b>242</b>	<b>232</b>	<b>80</b>	<b>76</b>	<b>203</b>	<b>128</b>	<b>65</b>

## Headcount by Department by age

Campus Descr

Long Merritt College

		2010		2012		2011		2013
		Headcount		Headcount		Headcount		Headcount
Subject	AGE	S10	F09	S12	F11	F10	S11	F12
ESL	19-24	28	36	6	9	25	14	10
ESL	25-29	48	43	8	12	31	16	11
ESL	30-34	47	28	10	10	33	21	12
ESL	35-54	95	103	48	35	95	60	26
ESL	65 & Above	3	4	1	1	2	1	1
ESL	16-18		2	1		2	1	
ESL	55-64	21	16	6	9	15	15	5
<b>ESL Total</b>		<b>242</b>	<b>232</b>	<b>80</b>	<b>76</b>	<b>203</b>	<b>128</b>	<b>65</b>

## Retention by college by course (for program review)

Date run: 9/12/2012

Only credit courses (CB(04) is in C or D).

Census enrollment and retention are duplicated by class enrollment.

Census Enrollment = Dropped after census or didn't drop

Retained = A, B, C, D, F, IP, I, RD, P, NP

Retention Rate = Retained / Census Enrollment

Campus Merritt

2009 Fall

Subject	Catalog Nbr	Census Enrollment	Retained	Retention Rate
<b>ESL</b>		<b>352</b>	<b>243</b>	<b>69%</b>
ESL	250A	57	34	60%
ESL	250B	38	30	79%
ESL	251A	18	14	78%
ESL	251B	16	15	94%
ESL	252A	61	32	52%
ESL	252B	54	44	81%
ESL	273	30	24	80%
ESL	294	78	50	64%

## Success\_Rate\_by\_College\_by\_course for program review

Date run: 9/12/2012

Only credit courses (CB(04) is in C or D).

Total Graded = any grade, including W

Success = A, B, C, or Pass

Success Rate = Success / Total Graded

2009 Fall

Subject	Catalog Nbr	TOTAL GRADED	SUCCESS	SUCCESS RATE
<b>ESL Total</b>		<b>317</b>	<b>197</b>	<b>62.10%</b>
ESL	250A	50	30	60.00%
ESL	250B	38	27	71.10%
ESL	251A	18	10	55.60%
ESL	251B	16	12	75.00%
ESL	252A	44	19	43.20%
ESL	252B	53	35	66.00%
ESL	273	28	18	64.30%
ESL	294	70	46	65.70%

### 3. Curriculum:

Is the curriculum current and effective? Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?

*Curriculum is current and effective. The program recently adopted the new district wide ESL courses so that the program is now in alignment with the other Peralta colleges. The outdated curriculum was deactivated. The new curriculum was developed to be more useful to students and to take into account changing state guidelines.*

Has your program conducted a curriculum review of course outlines? If not, what are the plans to remedy this?

*Yes. See above*

What are the program's plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?

*Everything is current and up to date. See above.*

What steps has the program taken to incorporate student-learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes?

*Student Learning Outcomes are in place for all ESL courses.*

Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes?

*Institutional outcomes, Program outcomes and Student Learning outcomes are all developed and aligned.*

Recommendations and priorities.

*Build the ESL program so that more students can take advantage of the program.*

#### 4. Instruction:

Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?

*All faculty are trained in the latest teaching methodologies. We teach student-oriented classes and in-context learning. Students work in groups on projects and learn together. Our classrooms are now equipped with computers or smart classroom technology so we can utilize the latest technology for our students.*

How does the program maintain the integrity and consistency of academic standards within the discipline?

*For 20 years the Peralta ESL Advisory Committee (PEAC) has met monthly to implement prerequisites and/or recommendations for each ESL course, develop SLOs and review textbooks. Also, as a committee, PEAC works on updating ESL course outlines guaranteeing input from faculty of all four colleges. Merritt College faculty participate in ESL workshops and conferences. In addition, we meet regularly with faculty from other community colleges in the state and attend TESOL and CATESOL conferences. Thus, the integrity and consistency of academic standards are maintained.*

Discuss the enrollment trends of your department. What is the student demand for specific courses? How do you know? What do you think are the salient trends affecting enrollments?

*Throughout the years we have tried to offer high level ESL courses on the Merritt campus without much success. Students tend to go to Levels 3-4 at other colleges. With counseling at Fruitvale, students now understand that they can return to Merritt to take other classes when they have completed ESL. The evening courses attract mostly working adults while the morning courses attract mostly women who have children.*

*Without looking at any charts or graphs depicting enrollment trends and notwithstanding the availability of counselors, we know that ESL enrollment at Merritt has declined over the last few years as a consequence of the draconian cuts to classes and faculty brought on by the budget crisis. We can hardly expect enrollment to rise or be maintained in the wake of the layoffs of all of our part-time instructors and the cancellation of their classes, the transfer or reassignment of two of the three full-time instructors, and the reduction of class sections to only three (as of Fall 2012). All the pre-level 1 classes taught at Grupo Maya that fed into the first level at Merritt were eliminated as well as the popular ESL Through Computers classes. We are now, let's face it, hanging on by a thread: one full-time instructor and one Fruitvale classroom.*

*Further contributing to recent declining enrollment has been the increasing demoralization of both teachers and students leading to frustration and a definite feeling of lack of support for the program as a whole. For the students, uncertainty has been prevalent as to whether the next class they planned to take would be available. It was risky for them to enroll at Merritt for fear of the classes being cancelled at the last minute, thereby making it impossible for them to get into a class at Laney that could by then be full. For faculty, we never knew what to tell the students, how to answer their questions. We ourselves did not know whether our classes would continue to exist or whether the ESL program as a whole would survive into the next semester. We were*

*never told what the overall plan was, if, indeed, there was any plan at all. Like the Cheshire Cat we felt like we were disappearing, but we weren't smiling.*

*Other factors contributing to declining enrollment cannot be ignored: rising student fees and lack of convenient transportation to the Merritt campus, particularly at night, plus the imposition there of parking fees. These things matter because so many of our students are low income.*

Are courses scheduled in a manner that meets student needs and demand? How do you know?

*The evening courses at Fruitvale and on the campus fill the students' needs since the majority of these students work during the day time. We are currently concentrating on only offering the High Beginning and Intermediate level classes at our two sites and having students finish Levels 3-4 at our sister colleges.*

Recommendations and priorities.

*Our Fruitvale site now has only one classroom available. Formerly, we had three. We would like to find more classroom space in order to expand our offerings and implement a series of noncredit courses. We would also like to extend assistance in the Learning Lab on campus for ESL students who are already taking content courses.*

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## 5. Student Success:

Describe student retention and program completion (degrees, certificates, persistence rates) trends in the program. What initiatives can the program take to improve retention and completion rates?

*Retention rates in ESL have been below the college average. Some of the reasons are: ESL students lead more transient lives than native speakers because they are not originally from California. They may have family relations in other states and countries; may drop out of school for economic and social reasons: e.g., lack of income due to job loss, lack of childcare, lack of financial aid, dire family circumstances that demand immediate attention, and/or unexpected moving to other states or returning to home country in the middle of the semester.*

*Low retention is not due to a lack of quality of teaching: We constantly update teaching methodology in order to challenge, motivate and inspire our students. Both of our counselors speak Spanish and are sensitive to the needs of non-native speakers. As of Fall 2012, we have brought the ESL High Beginning to Intermediate curriculum into alignment with the ESL classes at the other Peralta colleges. At the end of these two levels, students will receive a certificate of completion, and we hope they will be sufficiently motivated to continue their studies on campus.*

What are the key needs of students that affect their learning? What services are needed for these students to improve their learning? Describe the program's efforts to access these services. What are your program's instructional support needs?

*ESL students' key needs are childcare, financial aid and an overall feeling of belonging and support. Financial aid assistance needs to be provided, and the entire program needs to be expanded.*

Describe the program's effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the program used student learning assessment results for improvement?

*All ESL course outlines have SLOs. In Spring 2009 we started the SLO Assessment process, and it continues to this day. ESL Faculty have worked closely with SLOAC on campus and participated in Assessment Workshops. Since ESL is not really a "field of study," it is not seen as a full program; however, since we will hopefully soon have a full High Beginning to Intermediate ESL program, we can start assessing students at the program level. Peralta faculty involved in SLO assessment have met and shared their assessment tools, methods and outcomes. These discussions led to fresh and new ideas for instructors to implement in their classroom. E.g., we have come to the conclusion that most students are kinesthetic learners and learn best when they are able to do things. We have included more "project" based exercises in classes. The students seem to learn better and the SLOs are best assessed through projects and other "in context" exercises such as reports, interviews, research, and readings and responses.*

Recommendations and priorities.

*We want to continue filling our classes and improving our productivity. Hopefully, in the not too distant future, we will have quantitative results that will show our ESL program is viable and strong. At that time, we hope to add a level 3 to our program.*

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## **6. Human and Physical Resources (including equipment and facilities)**

Describe your current level of staff, including full-time and part-time faculty, classified staff, and other categories of employment.

*Currently we have only one full-time contract instructor teaching three to four sections per semester. Summer session ESL classes have been cut. At our Fruitvale site we have a full-time Program Specialist who helps with recruitment, outreach and registration. We also have two part-time counselors who come down from the main campus on different days to counsel students.*

Describe your current utilization of facilities and equipment.

*The facility where we teach is located in the Unity Council Building at 1900 Fruitvale Ave. in the heart of the Latino district in Oakland. We serve the people who live in this area. The office that Merritt maintains there was totally remodeled with all new furniture, carpet, paint and equipment in the spring of 2011. At present we have one classroom at this location reduced from three that we had in the past. The pre-level 1 Grupo Maya classes at 2501 International Blvd. have been eliminated. We are also teaching one class on the Merritt campus in Building D (as of Fall 2012).*

Are the human and physical resources, including equipment and location, adequate for all the courses offered by your program? What are your key staffing and facilities needs for the next three years? Why?

***Lack of space continues to be our biggest problem. We are searching for more space in the community. Our existing classroom is too small to hold the maximum number of students that can enroll in class (40). Best teaching practices cannot always be implemented when students share such a tight space. On a positive note, this classroom contains 21 computers that students can use.***

***We need to expand our program to serve the ever growing needs of our immigrant community. The U.S. 2011 Census estimates that Hispanics make up 38% of our population state wide and more than 20% of the San Francisco Bay Area. Further, nearly 43% of California residents speak a language other than English at home, a proportion far higher than in any other state. (See Wikipedia, Demographics of California.) This population will continue to grow. So, too, must we.***

Recommendations and priorities.

***Hire (or rehire) additional qualified contract and adjunct ESL instructors so, at a minimum, all the High Beginning and Intermediate courses can be offered.***

***Add classrooms at Fruitvale or elsewhere in the Fruitvale area.***

***Reinstate the popular ESL Through Computers class.***

***Reinstate the low level classes that feed into the Beginning level.***

***Acquire secure storage space for equipment.***

***Establish a listening lab.***

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## **7. Community Outreach and Articulation**

***For vocational programs:***

***N/A***

Describe the program's connection with industry. Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field? How do you know?

Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?

What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?

What industry trends are most critical for the future viability of the program? How do you know? What are the implications of these trends for curriculum development and improvement?

***For transfer programs:***

Describe the program's efforts in meeting with and collaborating with local 4-year institutions. Is the program adequately preparing students for upper division course work? How do you know?

*N/A*

Describe the program's effort to ensure that the curriculum responds to the needs of the constituencies that it serves.

***The ESL curriculum corresponds to the constituents that it serves. Our students need the English to function better in their daily lives as well as in academic settings. Most of our students are not proficient in English; many are at the beginning levels. To that end, we focus on the beginning to intermediate levels of ESL. ESL students study English in order to enter content classes and finish a certificate program or AA degree. A smaller percentage of students may transfer. The main goal for our students is to improve their work situation and thereby their lives.***

Recommendations and priorities.

***Add ESL / Vocational courses and/or Linking Communities with ESL / Childcare, ESL / Medical Assistant Program and ESL / CIS.***